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ABSTRACT

This book contends that learning is enhanced through active involvement in personally meaningful experiences accompanied by processing for meaning and future use. While some processing takes place automatically, much can be done strategically to enhance and generalize learning. Intended as a resource for experiential educators and therapists, this book collects practical information on experiential learning and processing by the 2 main authors and 23 contributors. The book is organized in six main sections. The first two sections provide definitions and rationale for experiential learning and processing, and discuss the theory of individual change and development. Part 3 examines leadership knowledge and skills related to rapport, teamwork, communication, group development, group dynamics, methods of processing, processing activities, use of metaphors and stories, reflective teams, reluctant participants, redirecting, and goal setting. Part 4 discusses learning activities and retention strategies to be used before, during, and after the training or learning experience, and includes training units that integrate cognitive content into experiential learning. Part 5 presents cases and experts' invited responses related to adventure education, at-risk adolescents, family adventure programs, couples therapy, addiction and recovery, corporate and management education, educational principles, adult learning, disabilities, spirituality, and cross-cultural issues. Part 6 outlines current and future perspectives on the field of experiential education. Appendices contain over 250 references and suggested readings, and 13 reproducible transparencies. (SV)

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